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ABSTRACT

Developed as part of an exemplary career education program for junior high school students, the guide describes a career guidance resource center designed to bring together all of a particular school's career guidance materials into one location where occupational, vocational, and educational information is readily available for individual student use during a designated time of each day. The guide contains: a list of the center's objectives, a sample floor plan for the center, brief suggestions regarding personnel involved in planning the center, services available, student referral, procedures to be used in establishing the center, some projections for the future, and a job description of the resource center clerk. A three-page bibliography lists filmstrips, and television and cassette tapes. (JR)

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# CAREER EDUCATION

CAREER EDUCATION

RESOURCE CENTER

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A CAREER DEVELOPMENTAL PROGRAM

CAREER AWARENESS
SELF AWARENESS
APPRECIATION & ATTITUDES
DECISION MAKING
SKILL AWARENESS, BEGINNING COMPETENCE
ECONOMIC AWARENESS
EMPLOYABILITY SKILLS
EDUCATIONAL AWARENESS

White Bear Lake
Public Schools

# CAREER EDUCATION

# SPECIAL SERVICES

# CAREER

# EDUCATION

# RESOURCE CENTER

by

Joann Boeyink
William Welch

## CAREER DEVELOPMENT

Grades 7 - 9

An Exemplary Program
in
Career Education

Funded under the Provisions of Part D
of the Vocational Education Amendment of 1968
for
Independent School District #624
White Bear Lake, Minnesota

Ernest M. Thomsen, Superintendent
Lon Johnstone, Director Vocational Education

1972 - 73

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CAREER GUIDANCE RESOURCE CENTER

The Career Guidance Resource Center is an exemplary project at Central Junior High School in White Bear Lake, Minnesota, designed to bring together all the career guidance materials of the school into one location to be a "student-oriented place" where occupational, vocational and educational information are readily available for individual student use during a designated time of each school day.

The purpose of the Career Guidance Resource Center is to coordinate the world of work with the guidance function as a means of increasing student awareness and use of the assistance and information available to students in preparing them for further planning in their educational and vocational goals.

The objectives of the Career Guidance Resource Center would be:

1) To develop an awareness to the complexity of the work world, that occupational success requires competency and performance standards, that occupations change with changing community needs, and identification of preferred life styles.

2) To develop an awareness of job classifications and their relationships to each other.

3) To explore jobs which make up various classifications; of the relationships between occupational requirements and educational development and the relationship between career choice, rewards, and individual life style.

4) To develop an awareness that self-interest, aptitude and achievements influence future occupational, vocational and educational goals.

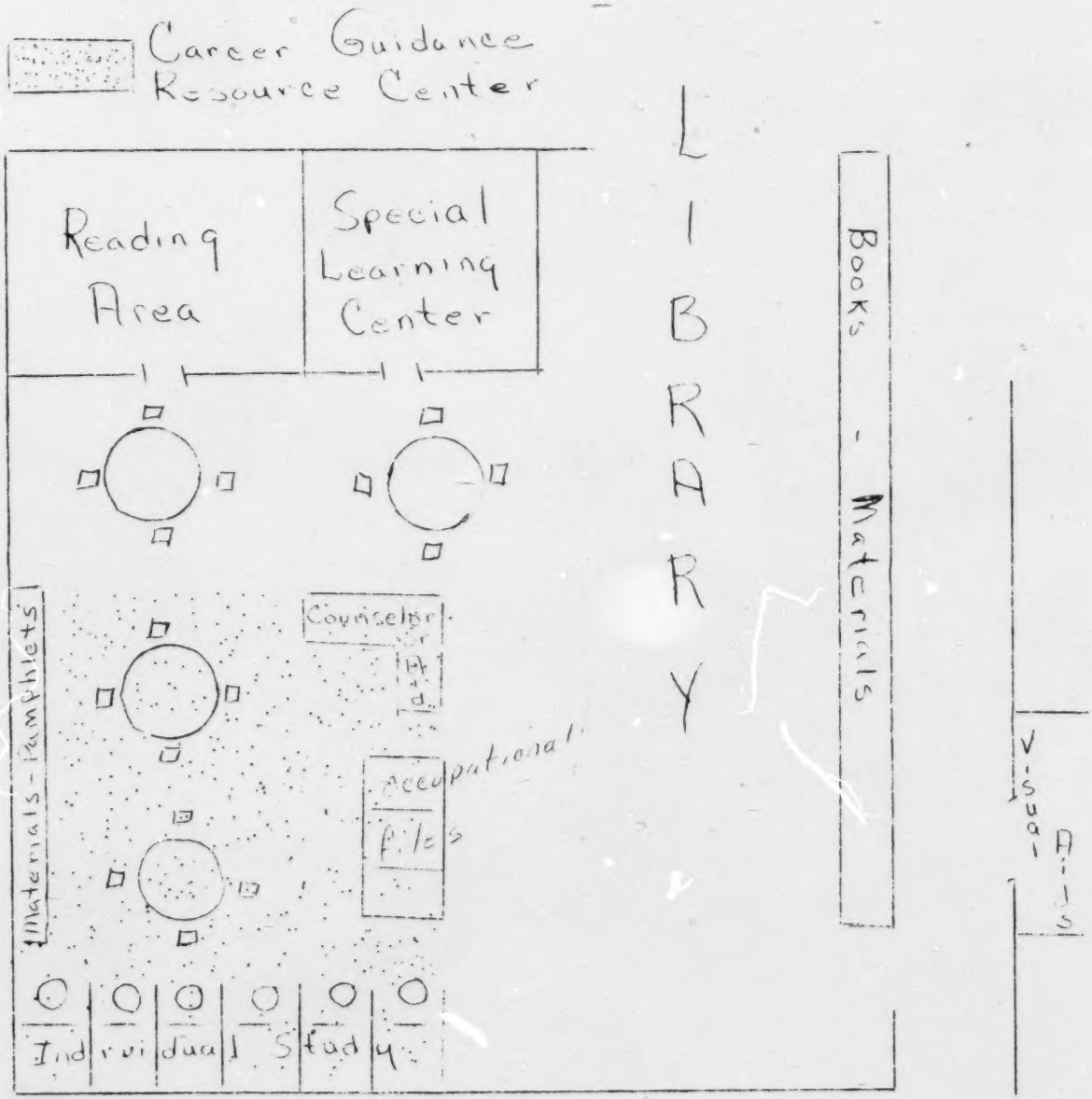
5) To recognize that student values and skills in using career information affects setting tentative career goals.

6) To develop an awareness that decisions made in school affect decisions outside of school, that decisions involve other people, that solutions to problems differ and making decisions involve consequences.

7) To develop an awareness that learning is based on prior experiences, that different occupations require different educational preparation and of how and why school curriculum subject areas are used in some occupations.

## LOCATION OF THE CAREER GUIDANCE RESOURCE CENTER

Previous to the formi .g of this Resource Center most of the information needed by students and staff for vocational and educational guidance was stored in the library and the counseli.g office. Several attempts had been made to disseminate material to other resource areas. In this plan the Resource Center becomes par of the school's media center with easy access to a listening-viewing area and the library.



## PLANNING OF CAREER GUIDANCE RESOURCE CENTER

The planning of the Resource Center was done by the following persons working and coordinating the different facets of a resource center (facilities, materials, procedures).

1) Media Specialists
2) Counselors
3) Project Director for school district
3) Principal
4) Students & staff

## SERVICES AVAILABLE

A para-professional will be available two hours per day to help students find information covering a wide variety of educational, occupational, and vocational areas.

A counselor will be assigned this area, and will be available a large part of the school day.

The center is established in a convenient location as part of the media center, which students are using continually throughout the school day.

## STUDENT REFERRAL

Students may request to use the center by asking their teacher, supervisor, or counselor for permission (by pass).

Teachers and counselors may refer students to the center for information.

In the development of the center, as a projected activity in the future, learning packages will be available on self-awareness attitudes, interests, decision making, and job selection, which the student may work on and at certain times be recycled back to the counselor for further direction.

## PROCEDURES USED IN ESTABLISHING THE CENTER

A vital factor for efficient operation of a Career Guidance Center is the availability of a para-professional person. On this basis a clerk will be hired to spend two hours in this center.

- Job description developed for the clerk (see job description)
- Creating a "humane" atmosphere using carpet, pictures etc.
- Ordering of materials (see bibliography)
- Promotion methods (posters, humorous presentations, brochures, open house, etc.) to students and staff.

## PROJECTIONS FOR THE FUTURE

Seek out and train at least two parent volunteers to equal ten hours per cycle (6 days) to assist the clerk in his/her duties.

Make use of the Community Based Speaker's Bureau to have speakers on a regular basis to supplement the Career Center.

Draw from community resources booklet from the White Bear Lake,School District #624.

In the fall of 1972, questionnaires were sent to people living in the White Bear Lake Independent School District No. 624 to discover what people were available in the school community with something of value to offer students. People with special interests, hobbies, travel experience, occupations, etc. who were willing to volunteer their services were asked to reply. Approximately sixty people offered their services. This community resource booklet has been prepared so teachers may request their help when they need it for a specific unit.

If you wish to use a community resource listed in this booklet, you are asked to make arrangements with your media specialist. The media specialists will have the completed questionnaires which contain information on the hours and days people are available.

Since most of the people listed have not worked with the schools before, it is requested that each teacher using a community resource complete a short evaluation of the resource. These evaluations will be available on request to other members of the teaching staff to help them determine what contributions the resource may be able to make in their own classes.

## PROJECTIONS FOR THE FUTURE

(Cont-d)

There are many talented individuals in White Bear Lake whose names are not included. This is because we do not know who they are and what contributions they may have to offer. You can help make this listing more comprehensive by inviting people that you think may be interested in this program to submit their names for inclusion in the next listing. This may be done through the media specialist in your area.

Through student-staff-counselor involvement in the Career Guidance Resource Center activities, the inter-communications and human relations will be increased.

Evaluation to be developed by:

- clerk
- student
- staff

## JOB DESCRIPTION

Career Education Resource Center Clerk
(2 hours per day)

1. Organize materials. (Become acquainted with)
2. Learn how to weed out materials.
3. Check out system will function with library.
4. Assisting students in finding materials. (Basic information service)
5. Evaluation by media specialists and counseling staff.
6. Develop a bibliography for staff and students.
7. Promotion and publicity of the center.

BIBLIOGRAPHY

FILMSTRIPS

Career discoveries series: People who help others (1972) GA

People who help others (7 min.)
Day care worker (7 min)
Community Organizer (8 min)
Physical therapist (7 min)

Career discoveries series: People who work in science (1972) GA

People who work in science (7 min)
Recording engineer (8 min)
Laboratory technician (8 min)
Ocean life scientist (7 min)

Careers in aerospace (1971) - (Eye Gate)

Jet engine mechanics (14 min)
Airline ticket agent (15 min)
Passenger service representative (16 min)
Flight engineer (14 min)
Skycap and baggage handler (13 min)
Aircraft maintenance mechanic (15 min)
Stewardess (15 min)
Aerospace sales representative (15 min)
Aircraft maintenance and food services (16 min)
Control tower operator (15 min)
Jet captain (14 min)
Air freight agent (17 min)

Careers in the world of computers (?) Educational Dimensions

3 (15 each) filmstrips on computers, jobs, educational training requirements.

A direction for tomorrow: the nations builders (1970) Bowmar

The nations builders overview (7 min)
Heavy equipment operator (6 min)
Carpenter (7 min)
Electrician (5 min)
Civil engineering technician (8 min)
Architectural draftsman (5 min)

BIBLIOGRAPHY
(Cont-d)

Job hunting: where to begin (1972) - GA.A.
10 min & 12 min

Job opportunities now - group 1 (1970) - Society for Visual Education

Requirements in the world of jobs (14 min)
Achieving success in the world of jobs (14 min)
Job opportunities in a restaurant (14 min)
Job opportunities in a department store (14 min)
Job opportunities in a hospital (15 min)
Job opportunities in a supermarket (14 min)

Jobs and gender - 1971 - GA.

2 filmstrips each 9 min
Woman carpenter, Woman newspaper reporter
Male nurse, male kindergarten teacher

Office education series 1 (1969) International Film Bureau

Secretarial work as a career (7½ min)
Vocational objectives (9 min)
Clerical work as a career (8 min)
So you want to be a secretary (9½ min)
The administrative assistant (7 min)

Trouble at work (1970) GA

Hazing (8 min)
Failing to communicate (5 min)
Absenteeism (16 min)
Lack of ambition (5 min)

Vocations: medical careers (1970) AIMS

5 min each - 10 filmstrips on nursing services
" on medical technicians
" on medical aides
" on medical therapists

Why work at all? (1970) GA - 10 min

10 min: Widening Occupational Roles Kit - 5 filmstrips on world of work SRA

Your job interview (1969) GA
2 filmstrips 14 min each

Choosing Your Career

Preparing For Jobs of the 70's - GA

TV TAPES

Career cluster series

Building Trades
Petroleum Industry
Conservation-Recreation
Leather Goods
Agriculture
Food Service
Child Care
Cast Metal
Graphic Arts
Timber-Forestry
Hotel-Motel Resort
Food Distribution
Highway & Heavy Equipment
Data Processing
Air Transportation

CAREERS UNLIMITED, CASSETTE TAPES BY CLASSROOM WORLD PRODUCTIONS.

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Air Conditioning-Refrigeration
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Architecture
Beauty Culture
Broadcasting
Clothing & Fashion Design
Computers
Construction
Criminology & Penology
Drafting
Education
Engineering
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Forestry
Furniture Industry
Guidance
Health Education
Hotel_Motel
Landscaping_Nursery Business
Law
Librarian
Oceanography
Photography
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Secretarial Careers
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Social Work
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